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ABSTRACT

This document presents, in the interest of student rights, a description for students of the overall nature of public school bureaucracy, its various agencies, and their relationships. The document focuses on the method of critical inquiry that students should follow to obtain information they need. This method is given in the form of charts that contain sample questions and suggestions on where to find answers. There are different charts for each of the following organizations or people: U.S. Office of Education; State Government; State Board of Education; State Superintendent; Local Board/Local School District; Local Board of Education; Local School Superintendent; Principals and Vice Principals; Teachers; Students. A sample question from the U.S. Office of Education section is, What are future plans for receiving federal money, if any? The suggestion of where to find the answer is, Interview with federal aid officer, teachers or administrators intending to submit proposals, or various district administrators. Also included is a case study of District 3 in New York City, one of the most integrated, diversified districts in the city. Appendixes include listings of regional offices of the Office of Education and the National Education Association and of other worthwhile sources of information. (JA)

HOW TO RESEARCH THE POWER STRUCTURE OF YOUR SECONDARY SCHOOL SYSTEM

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FOREWORD

The following manual prepared by the Student Committee of the Study Commission on Undergraduate Education and the Education of Teachers has its source in the Committee's perception that the historic mission of secondary schools--to prepare students for conventional collegiate and university education--has led to considerable undesirable rigidity and artificiality. In seeking to fulfill this mission, secondary education during the twentieth century has failed to respond to the needs and aspirations of students and their communities.

Secondary education is not what it is by mere accident. The personnel teaching in and administering our nation's secondary schools are recruited, trained, and hired to teach in the kinds of schools we have now. State departments of education have elaborate standards which schools must meet in order to be approved. And the commisions on secondary schools of the various regional accrediting associations reinforce the state department regulations and simultaneously serve the interests of colleges and universities.

The Study Commission, with the assistance of the Student Committee and other committees, groups, and individuals, has been about the business of assisting in the creation of new sorts of schools--both elementary and secondary. It has attempted to identify both the constraints preventing development of education responsive to the needs and aspirations of students and communities and the forces pushing for such development. This manual is intended to assist individuals and groups, particularly students working in their local community, to identify the constraints preventing and the forces pushing for the kind of education that they perceive as needed and to develop ways of working that will lead to those kinds of education. To the extent this manual serves that purpose it will have met our expectations.

We are hopeful that those using this manual or who have sought to reform their schools to serve their interests will share with the Student Committee and the Study Commission their experiences and their successes and failures. Such information will be useful as the Study Commission seeks to continue its work and prepare its recommendations and findings. And from those who might elect to use this manual as part of their formal studies in the schools, e.g., in social studies courses, we would appreciate comments and critiques.

Larry Freeman, Associate
Director, Study Commission
on Undergraduate Education
and the Education of Teachers

INTRODUCTION

This booklet is a series of questions. These questions are not asked for the mere sake of acquiring a lot of information for a report. Rather, they will help you understand some of the forces which influence your life. Through such understanding will come an ability to help shape decisions which affect you. By understanding, for example, how curricular decisions are made for history courses in your school, you can begin to influence those decisions. You can ask why a particular text is used, or how good it is, or what material it leaves out. By understanding the relationships among your teachers, principal, community and government, you become an active part in those relationships. By learning why things are a certain way, you begin to change them a little bit. The act of knowing is in itself an act of change.

Much has been written recently about student rights. Many high schools, student organizations and various projects have come out with a student bill of rights, or set up a resource center, or published a newspaper. The Supreme Court has handed down a number of decisions concerning dress codes and freedom of expression for public school students. The core of all this activity, however, is quite simply stated. Students should be allowed to take responsibility for their learning and for their role in the school environment. This assumes that students become critical, aware individuals capable of knowing their needs, assessing how well or poorly their school meets those needs, and providing alternatives for needed change. To do this, students not only need knowledge of a given situation, but they need a clear understanding of how to go about getting that knowledge--the <u>method</u> of critical inquiry. This booklet should help you begin to understand this critical method.

One thing should be underscored before going on. This booklet is worthless if you don't have a reason for using the information you gather. YOU must understand that it is important to have a goal, something which you can apply your knowledge to. For example, if you wanted to set up an independent student newspaper, you would have to find out who makes policy decisions for the school. Does the process start with the school board, the parents, the principal or the superintendent? Who is directly concerned with decisions related to setting up an independent newspaper? What influence can you have on these people and how? This booklet will help you understand these things. This understanding will help change your educational environment.

It is important to break down the forces that control your school into a simple, understandable picture. To do this you must be strong and persistent. Be confident that your goals are clearly in mind, and don't allow yourself to be dissuaded from following them up. Don't let a secretary

refuse to make an appointment with an administrator. Or, if someone gives you some information, don't take it at its face value. See if it is true. Be cordial, but firm. You must not let yourself be lead into believing that which is not true. If you are to become a critical, aware individual, you must be open and sincere enough to seek knowledge that will help you change your environment and your life.

Onward. . . .

INFORMATION NECESSARY TO BEGIN A STUDY OF HIGH SCHOOL POWER STRUCTURE

> The analysis of power in school policy-making is particularly relevant to the movement for school reform -- primarily because the concentration of power in the central bureaucracy in urban school systems is so basic to the lack of responsiveness of the system to changing circumstances and needs, but also because it greatly influences the ability to achieve change. Those in power have a vested interest in maintaining the system, while those who are powerless are striving to effect adjustments to allow their voices to be heard. [1]

The bureaucracy in the public schools is like all others; it can be very complex and difficult to sort through. This booklet suggests the things you should know when you're trying to see how your public school system operates. It is only a beginning, but even at that, to become fully aware of the ramifications of the local and state structures, you should plan on a lot of research and digging. Not all of the information we've judged to be valuable will be readily available.

It is essential to document all your information. It is often helpful to establish contacts with people who already have an idea about what's happening. Although a sympathetic and trustworthy administrator, teacher, secretary or counselor is no substitute for documentation, they can save you hours of searching and open up new directions for you. Talk to teachers, the school newspaper staff, PTA members, a counselor, or a staff person in the school district office. Information can come from many sources.

To begin, look at the diagram shown on page 9. This is the basic organizational plan for every public school system in America. Differences will occur from state to state, since elementary and secondary education is the responsibility of the states; there is no national system. [2]

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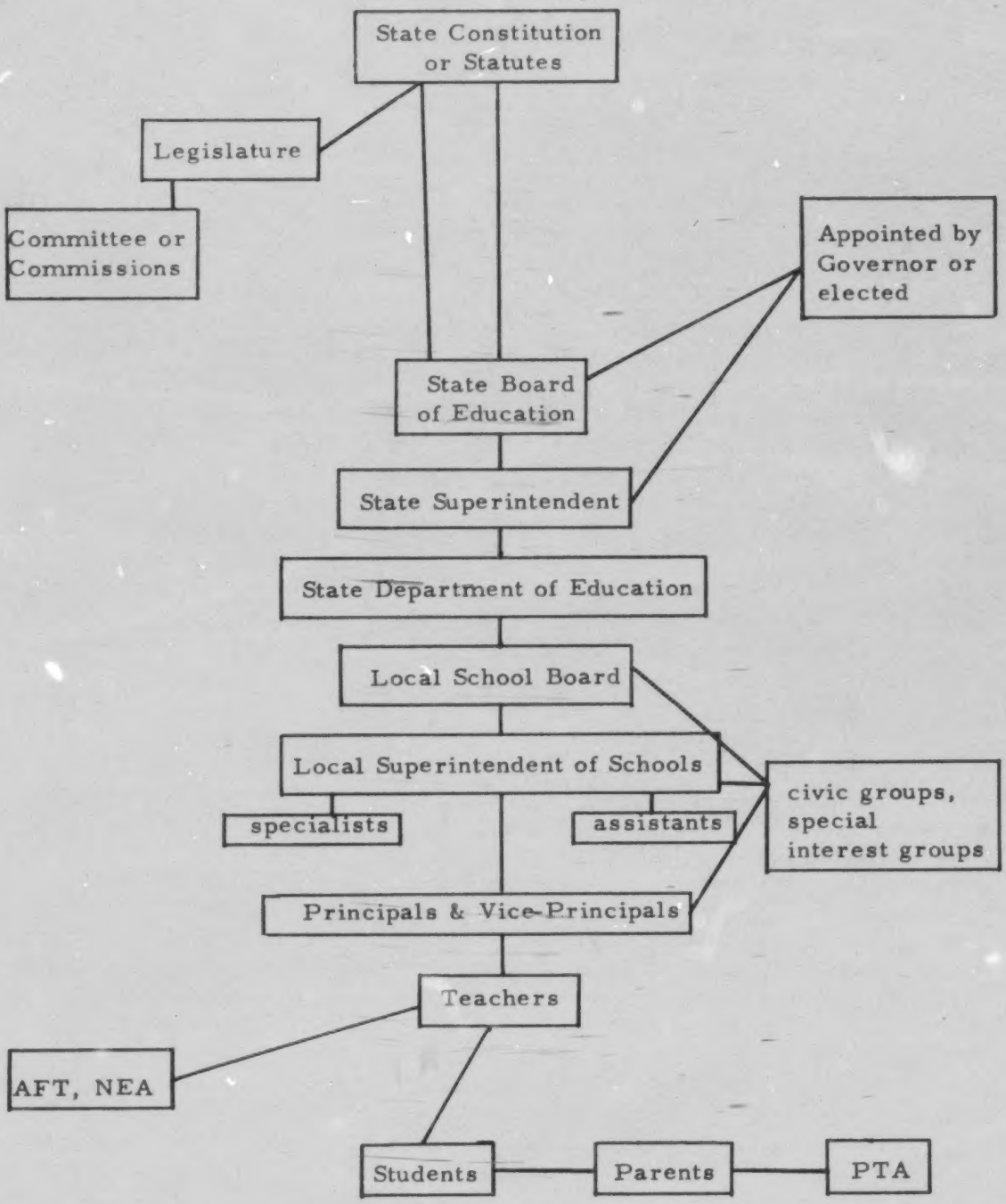
[1] Marilyn Gittell, Mario Fantini, Richard Magat, Community Control and the Urban School, Praeger Press, 1970, p. 76.

[2] The Bureau of Indian Affairs (BIA) is a national system which concerns itself with the education of Native American people and is a branch of the U. S. Department of the Interior. BIA schools are notorious for their inhumane treatment of Indian children and the denigration of Native American cultures. For more information read Our Brother's Keeper, Edgar Cahn, editor, New Community Press, New York, 1969.

The chart on the next page outlines the relationships among the various levels of state supported public schooling and the various constituents within that system. It should serve as a visual guide to understanding some of the flow of decision making in your school district. Note that original authority for state supported public education comes either from the state constitution or education statutes. A state level organization consisting of a superintendent, school board and department of education oversees policy making and administration. The legislature usually keeps watch through various education committees. On the local level the schools are run by local school districts, each with its own superintendent and school board. The degree of freedom given these boards will vary according to the provisions of each state's education statutes. Teachers are almost invariably unionized through a chapter of an organization such as the American Federation of Teachers or the National Education Association. Special interest groups--parents, teachers, supervisory personnel, textbook publishers and a host of others--lobby at both state and local levels to achieve their objectives through upcoming legislation, special commissions or other means. Students are conspicuously absent from any such lobbying power and from representation on school boards or district staff.


State Constitution or Statutes
Legislature
Committee or Commissions
Appointed by Governor or elected
State Board of Education
State Superintendent
State Department of Education
Local School Board
Local Superintendent of Schools
specialists
assistants
civic groups, special interest groups
Principals & Vice-Principals
Teachers
AFT, NEA
Students
Parents
PTA

Throughout this booklet you will find sets of questions that will help you outline your own research. The information gathered through critical questioning will help you understand the power structure and enable you to act upon it.

The preceding diagram represents the general power structure of secondary education in most states. Since school systems vary in their organization, the term "local school district" can refer to a county, township, municipal system or even to a district operated directly by the state.

Generally, boards of education are composed of non-salaried lay people who are both agents of the state government and representatives of their community's educational interests. The superintendents are responsible for managing their particular educational system. Boards of education make the policy, or body of rules, that governs school districts. Superintendents administer the policy of the school board. However, administrators often make decisions which affect school policy, and the line dividing policy making and administration is often broken. The principals and vice-principals have the responsibility of administering individual schools. They are generally responsible only to the superintendent at the local level. Rarely do such administrators have a structured responsibility to students, teachers and parents. For this reason, decision making in many systems is largely a closed process.

It is important to determine the divisions of responsibilities between the board and the superintendent at each level and to see how they cooperate. This will vary according to various functions. For example, a regional accreditation agency sets the requirements for school accreditation, periodically conducts examinations of school facilities to see if they meet standards, and awards and renews accreditation to the schools in its region. What agency is responsible for your school system? What are its standards? How often does it conduct site visits? While regional agencies generally set regulations for accreditation, the states set regulations for teacher credentialling, or certification. What are your state's standards? When were they established? What changes have they undergone and how? And while credentialling is a state responsibility to which all local school districts are bound, these districts usually are in control of their own hiring practices. Find out how they are set in your district, what they are, and how they operate. An example of shared responsibility is usually the fiscal management system for the schools. While the state provides a large proportion of public school funding to local districts, these districts often must augment the state support by raising local revenue. What part of your state taxes support public schooling? How much money does your school district receive from the state? How is this apportionment determined? What local taxes, if any, support public schools in your community? How

is the money raised--by bond issue, property tax, or some other means? The range of interaction among the levels of public school bureaucracy is indeed complex, and you will need to clarify these relationships before you can fully understand who makes the decisions in your school and how.

Aside from state and local level bureaucrats and administrators, there are a host of other people--educational specialists, teachers, students, parents and their organizations--who interact in many ways. Some groups influence policy more than others.

In some cities the board of education or superintendent of schools will hire specialists to advise and direct dozens of services such as curriculum planning, audio-visual instruction, involvement in federal aid programs and many others. Their decisions are implemented through the policies of headquarters officials. Does your school system have specialists? If so, who do they make recommendations to? Do these recommendations usually meet with acceptance? If there are no policy specialists, who makes the decisions in these areas?

The American Federation of Teachers, a union representing teachers, has recently grown to a size which affects school policy making. Union contracts are sometimes one of the more important documents of school policy. Priorities for the allocation of school funds are greatly influenced by settlements of salary levels for teachers. In some areas these contracts insure teachers of having decent class sizes, team-teaching and compensatory educational programs. What is the case for your school system? Talk to a teacher and find out if the teachers are organized and go from there. Ask questions that are specifically related to your school system.

Parents' associations and leading civic organizations can sometimes exert pressure. Be careful in listening to them. Parent teacher associations are usually no more than social organizations with virtually no influence on policy. They often serve and support the existing educational order, rather than criticize it for the sake of improvement and growth. What is the case in your community?

Students can sometimes generate change. Either through protests, editorializing, lobbying or even striking changes can sometimes occur. Is there any movement among the students in your school for certain changes? How strong is it? Has it accomplished anything? How? If not, why is there no such movement or organization?

You will quickly find that the school system is a closed one. State codes rarely provide for the structured input of students and parents,

even teachers, in decision-making procedures. There are few provisions for the acceptance of outside pressure as a healthy state of constructive criticism and growth. Most administrators have been teachers or administrators all their lives. They usually have ironclad control over educational policy. What can be done about this?

State public school systems have historical solidity to them. The body of law that supports them if often more than a century old. Decision-making in such a system is grooved into conditioned patterns of response and action. This historical momentum is a strong force preserving the way things are. The following readings are excellent complements to the use of this manual: Class, Bureaucracy and Schools, Michael Katz; Education and the Rise of the Corporate State, Joel Spring; "Unequal Education and the Reproduction of the Social Division of Labor," Samuel Bowles in Schooling and the Corporate Society, Martin Carnoy, editor (Bowles' article is available from Youth Liberation, 2007 Washtenaw Ave., Ann Arbor, Michigan, 48104, 313-662-1867).

On this note, begin your journey. Newspaper stories, state and municipal codes, policy statements, personal contacts and interviews will provide a lot of the information you need. Always keep your reasons for studying the school system foremost in your mind. Stick to your guns and charge. . . .

United States Office of Education

The U. S. Office of Education was created in 1867. In 1869 it became a part of the Department of the Interior; it was transferred to the Federal Security Agency upon the Agency's creation in 1939, and it became a part of the Department of Health, Education and Welfare in 1953. The statutory functions of the Office are to collect and disseminate information pertaining to the establishment and maintenance of efficient school systems and to aid such development. The Office has traditionally been considered a bastion of grey-faced bureaucrats, never having full independence, always a segment of a larger machine. The fact is that OE exercises great influence over public school policy by offering a single tempting carrot--money. Federal grants to state and local governments administered by OE in fiscal 1969 totalled $2,474 million,[3] and the figure is continually rising. This

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[3] Statistical Abstract of the United States, U. S. Department of Commerce, 1970, p. 437.

money includes programs for student financial aid, bilingual education, compensatory education, purchase of textbooks, research, libraries, laboratories and scores of other programs. Most money for elementary and secondary education is provided by a dozen or so titles of the Elementary and Secondary Education Act (ESEA).

The Office of Education has nine regional offices. (Check Appendix I for the office in your area.) You will be able to get much literature from these offices, including copies of legislation, guidelines, memorandums, etc. The most important questions to ask here are: Does your school system receive federal aid? How much? For what purposes? Why? Find out if your school district office has a person in charge of administering or overseeing federal money and talk to that person. Otherwise, talk to someone in the office of the budget at your district office.

Questions	Answers	Where to Find Answers
What federal money is reaching your school district and/or school?		Interviews with district budget officer, director(s) of federally funded projects, federal aid administrator
What are the requirements for being given the money?		Copies of appropriate statutes and guidelines (from regional OE office or school district office)
Who is in charge of federal money in your school system?		District office secretary or staff person
What are their duties?		Job description from district office Interview with the person

Questions	Answers	Where to Find Answers
What are future plans for receiving federal money, if any?		Interview with federal aid officer, teachers or administrators intending to submit proposals, or various district administrators
What must the district do before receiving this money?		Statutes, guidelines Interviews with proposal writers and federal aid officer

State Government

Elementary and secondary education is the responsibility of each state. The administration of the school system is determined by state law. The law is formulated in the state legislature, passing through various education and legislative committees. It is then administered by the state board of education, state superintendent and state department of education. This administration is often subject to review by legislative committees or special commissions. States are responsible for funding, credentialling, curriculum and the general maintenance of educational opportunity in the state.

Write or interview someone in the state education system to find out how the state government deals with elementary and secondary education. Find out which committees in the state legislature are concerned with education. What areas are they concerned with? What are their methods of investigation? Who is in charge of each committee? What is his or her personal and vocational background? What legislators have backed educational change, which ones have not, and why?

Since states are responsible for providing public education, they set up their system the way they want. Legislative committees deal with funding, curriculum, special education, vocational education, technical training, extended opportunity programs and services. For example, California has a separate commission dealing with teacher preparation and licensing.

Write or interview members of these committees to find out the actual or hidden concerns of the committees, then see if their concerns affect your school district. Are these committees effective or not? How much influence do they exert? Are there any private interests among committee members which influence their behavior? Be sure to document what you hear.

STATE GOVERNMENT

Note: Before asking specific questions, be sure to get a copy of the education laws and statutes for your state. This can be obtained by writing your state assemblyman or senator, or by visiting his or her local office.

Questions	Answers	Where to Find Answers
What are the provisions for funding elementary and secondary education in your state?		State code Interviews with school administrators, state bureaucrats or office holders
What share of the funding in your district is paid by the state? By your local community?		Same as above
How are these revenues raised?		Same as above State and local tax law Interviews with state and local officials

STATE GOVERNMENT

Questions	Answers	Where to Find Answers
How are specific districts allocated their share? Specific schools?		Same as above District office Principal's office
Do any possible discrepancies or unfairnesses seem possible under this allocation plan?		Interviews with above administrators and active teachers and parent representatives (Pay particular attention to different ethnic groups and social classes)
What alternative funding models are there? How do they differ from the existing model?		Interviews with fiscal officers, education editors of big city newspapers, education professor at nearby college or university
What are the credential requirements for teachers in your state?		State code Interview with school administrator, state bureaucrat, office holder, teachers

STATE GOVERNMENT

Questions	Answers	Where to Find Answers
How and when were these requirements established?		Newspapers Interviews with appropriate state office holders, state or local bureaucrats, administrators
Have they undergone any changes? Why?		Same as above
Do these requirements discriminate against certain groups in society--ethnic, social, economic? How?		Interviews with administrators, active teachers and parent representatives
How do the hiring practices of your local district compare with state credential requirements? (See local district section)		Local school administrator State code Local guidelines for district office

STATE GOVERNMENT

Note: Legislative committees usually exist in both houses of a state legislature, and they are frequently concerned with a single specific issue, e.g. school finance. Answer the questions below for each existing committee, in both houses, and for all issue areas concerned.

Questions	Answers	Where to Find Answers
Do the state education codes mandate curriculum requirements? What are they?		State code State/local curriculum Administrators
What legislative committees deal with public education matters?		State assemblyman or senator State legislature Register or list of standing committees
What changes, actions or hearings have these committees accomplished? How have they done this?		Personal interviews with committee secretary or staff

STATE GOVERNMENT

Questions	Answers	Where to Find Answers
Who is the chairman of each committee? What is his/her political affiliation, age and district constituency?		Committee secretary or staff Legislative directory
What are his or her special concerns in education? Why does he or she feel these are important issues?		Committee secretary or staff Personal interview Newspaper accounts
What is his or her voting record on recent education legislation? Does this jive with his or her stated concerns?		Legislative record Committee secretary Personal interview
How did this person come to be chairman?		Newspaper accounts Committee staff or secretary

STATE GOVERNMENT

Questions	Answers	Where to Find Answers
What other people sit on this committee? What is their political affiliation, age, district constituency?		Committee secretary or staff
What are their special educational concerns? Why do they perceive these as important issues?		Committee staff or secretary Legislative record Personal interview
What are their voting records on education legislation? Does this jive with their stated concerns? How or how not?		Same as above Newspaper accounts
How did these people come to be committee members?		Personal interview Committee staff or secretary

State Board of Education

In every state except Wisconsin and Illinois (Illinois is currently planning for a state board) there is a state board of education empowered by the state constitution or by statute to conduct the state's public education. All fifty states participate in the federal-state program for vocational education. Federal legislation requires all states to maintain a state board of vocational education. In nearly all states the board of education is also the board of vocational education.

Check the state codes to see if the board is elected or appointed and by whom. The powers and duties of state boards of education vary greatly. The major areas of policy that state boards are concerned with are curriculum planning, teacher certification and textbook selection. Other areas include: demonstration programs in intensive or special education, testing and screening for educationally handicapped children, educational research and data collection, in-service training programs, education for emotionally handicapped children, etc. What programs and services exist in your state? Do you see them? Take a good look at your school. How effective are any state programs? Check the state code and talk to teachers in your school.

Although state boards may be assigned administrative responsibilities by the legislature, they tend increasingly to delegate administration of the school to the state superintendent of schools and to the state department of education. Find out what administrative role your state department of education plays. What are the scope and limits of its responsibilities? What is its relationship to the legislature? Is there general content with the state-wide school administration, or are there areas of conflict among the state board, the department of education and the legislature? If so, what are they?

State boards usually have sufficient power through rule making or other devices to act as legislative bodies. They usually are the formal policy making body for the state's jurisdiction over public schooling. In a number of states the board has judicial responsibilities established by law and serves as a kind of court of appeals or interpreter of school law.

It is important for you to find out the exact functions of your state board. Does the board rubber stamp administrative proposals? Or do they exert real control and direction over the state educational programs? What part does the state board play in the areas of integration, bilingual education or bicultural education, textbook selection, curriculum, course requirements, credentialling standards and teacher training?

You will also want to look into the relationship between the state legislature and the state board of education. Does the legislature set precedent, or is this a responsibility of the board? Read the state codes, statutes and all legislation related to education. Again, remember that personal contacts among various departments and offices can lead you to information very quickly.

STATE BOARD OF EDUCATION
General Information

Questions	Answers	Where to Find Answers
What are the names and addresses of the members of the board?		Patterson's American Education State Education Directory State Department of Education
How many members are there on the board?		Same as above State code Board statutes Secretary to the board

STATE BOARD OF EDUCATION
General Information

Questions	Answers	Where to Find Answers
How are they chosen and by whom?		State code Board statutes Secretary to the board
What are the qualifications for membership?		Same as above
How long do they serve and do terms overlap?		Same as above
What are the duties and responsibilities of the board?		State code Board statutes

STATE BOARD OF EDUCATION
General Information

Questions	Answers	Where to Find Answers
Are there any standing committees within the board?		Minutes of board meetings Secretary of the board Board contact
How many times does the board meet? When are the meetings? Where are the meetings?		Secretary of the board Board administrative handbook Newspapers
Is the public allowed to bring issues before the board? How?		Same as above Board contacts
How are board members chosen and by whom?		State code Board statutes Secretary to the board

STATE BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Is the individual a member of any standing committees within the board?		Secretary of the board Board contact Minutes of board meetings
What duties and responsibilities does this person have on the committee(s)?		Same as above Minutes of committee meetings
Occupation		Secretary of the board Board contact Who's Who Newspapers
Education Religion		Same as above

STATE BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Political party		Same as above League of Women Voters
Occupation of husband or wife		Board contact Newspapers
Personal income Family income		Board contact Local newspaper contact
Does the individual have any corporate business or financial ties?		Moody's Poor and Standard's Who's Who Board contact Newspaper contact

STATE BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Does the husband or wife have any corporate business or financial ties?		Same as above
Do the above-named corporations, financial concerns, subsidiaries thereof, do business with the state school system?		Check press releases on contracts issued by the state board Check financial records of state school system (office of State Superintendent)
What are the names, addresses, titles, (official position on board), salary, sex of each member?		Patterson's American Education State Education Directory Secretary of the board
What are the specific duties and responsibilities of this member?		Secretary of the board Board contact

STATE BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Does this person have any informal or undefined power?		Same as above
When did this individual begin to serve on the board? How long does his/her term last?		Same as above Newspapers

Chief State School Officer (State Superintendent) and State Department of Education

In every state there is a chief state school officer responsible for the general supervision and administration of the state school system. The vehicle through which he or she operates is the state department of education. The staff of the state department of education provides the state superintendent with resources to meet his or her legal duties and administrative responsibilities. All the state systems (except Hawaii) delegate some degree of their powers and responsibilities to the local districts. What is the case for your state?

Find out how the superintendent and the staff for the state department of education are chosen. This information will help you understand the influences and political manipulations exerted on the state superintendent and on the state department of education. State superintendents can be mere bureaucratic figureheads or powerful policy makers. Find out the case for your state and try to understand how it came to be the way it is. Look at the state code and write to or interview people close to the superintendent.

As special programs increased during the sixties, staffs of state departments of education were greatly expanded. Federal funds also helped increase activities in communications with local districts, in the supervision of instruction, and in the development of educational curriculum. Determine the range of duties for the superintendent and the department of education. How much power do they abdicate to the local schools? What, if any, controls are placed on the operation of the local districts? Are there any organizations representing teachers and/or parents which exert influence on the superintendent and his or her staff?

A crucial question concerns all policy making relationships: Who sets precedent? Does the state code ask the superintendent to generate changes through a group of specialists? Must all decisions be acceptable to the state legislature before implementation? Where does the power to initiate changes come from--legislative committees, the state board, the superintendent, teachers' unions? Are there other vested interests that influence decision-making? Look in the state code and talk to people.

STATE SUPERINTENDENT
General Information

Questions	Answers	Where to Find Answers
Name and address (office) of state superintendent		State Education Directory Patterson's American Education State Department of Education
How is the state superintendent chosen? And by whom?		State code
What are the qualifications for the state superintendent?		State code
How long does the job last?		State code Secretary of state superintendent State board contact

STATE SUPERINTENDENT
General Information

Questions	Answers	Where to Find Answers
What are the duties and responsibilities of the state superintendent?		Secretary of superintendent State code Board contact
Are there any standing committees relevant to the state superintendent?		Same as above
What duties and responsibilities do the committees have?		Same as above Minutes of committee meetings
Does the state superintendent sit on any policy making boards or committees? Which ones?		Same as above

STATE SUPERINTENDENT
Personal Information

Questions	Answers	Where to Find Answers
Name, address, title salary, sex		Patterson's American Education State Education Directory Telephone Directory Secretary of state board Board contact
Does this person have any informal or undefined power?		Board contact Secretary of state legislature Newspapers Personal interviews
When did the individual begin to hold this position? How long does the job last?		Same as above
Occupation before and relation to this institution		Board contact Personal interview Secretary of state superintendent Newspapers; contacts there

STATE SUPERINTENDENT
Personal Information

Questions	Answers	Where to Find Answers
Education Religion		Same as above
Political party, connections		Same as above League of Women Voters
Occupation of husband or wife		Board contact Newspapers Who's Who
Family income		Same as above

STATE SUPERINTENDENT
Personal Information

Questions	Answers	Where to Find Answers
Does the individual have any corporate business or financial ties?		Moody's Poor and Standard's Who's Who Board contact Newspaper contact
Does the husband or wife have any corporate business or financial ties?		Same as above
Do any of the above-named corporations, financial concerns, subsidiaries thereof, do business with the state school system?		Check press releases on contracts issued by state school system Check financial records of state school system (state superintendent or board office)

Local School Districts and Local School Boards

Local school districts can take on many different characteristics. They can be largely independent of state or municipal governments, or they can be direct charges of these agencies. Their jurisdiction can cover a county, township or municipality, a city or a relatively small neighborhood. What is the situation for your district?

The district boundaries are very important to understanding exactly who the schools in your neighborhood are serving. School district boundaries don't coincide with political boundaries, assembly or municipal districts. Get a map of your district from the district office and see what neighborhoods are included. Find out how these boundaries were established. Have they been changed recently? Why?

Local school boards are the designated policy making bodies for school districts. They are so authorized by either state or municipal law. Where does the authorization come from for your local school board? The local board is responsible for hiring policy, certain curricular matters, school governance systems, school attendance zones and many other things. Get a clear idea of the extent of your local board's responsibilities and activities.

Local boards are usually unpaid, though some receive token remittance. The board almost invariably hires a superintendent directly, and is indirectly responsible for the hiring of specialists, staff, administrators and teachers. Just as at the state level, the lines between the policy making functions of the board and the administrative functions of the superintendent and the district office staff are often blurred. In this blur, usually a result of hostility or unofficial agreement between the board and the administration, the school decision-making structure becomes carefully insulated from public opinion. Martin Mayer, who served on a local school board in New York City for five years, described his experience:

> There was almost nothing I could do for the people who called me, and little substance would come out of our meetings. This great empire is almost completely insulated from public control.[4]

The nature of this insulation from the public and its degree will depend upon the type of governance system used by your district and its location and size. Many issues in New York City will be quite different from those in Topeka, Kansas.

Take a good look at your school board members. Who do these people represent? Are they open and responsive to the community? If so, how does this openness manifest itself? Check local statutes or the administrative handbook to see what the defined powers of the board are. Find out by talking to board members and people close to them how in fact the board uses these powers. Newspaper accounts of past crises and interviews with the people involved in them will help you understand the role your school board plays in local school politics.

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[4]Marilyn Gittell, Mario Fantini, Richard Magat, Community Control and the Urban School, Praeger Press, 1970, p. 73.

LOCAL SCHOOL BOARD/LOCAL SCHOOL DISTRICT

Questions	Answers	Where to Find Answers
Is your local board empowered by state or municipal statute?		State and municipal code District office
What are the geographic boundaries of your district?		District office map
How were these boundaries drawn?		State or municipal statutes Interview with district staff and administrators
Have there been any recent changes to these boundaries? Why did they occur?		Interview with district administrators and staff Newspaper accounts Parent and teacher leaders

LOCAL SCHOOL BOARD/LOCAL SCHOOL DISTRICT

Questions	Answers	Where to Find Answers
How many students are there in your school district?		District data collection office
What is the ethnic breakdown of this population for blacks, Chicanos, Puerto Ricans, Native Americans, whites, and other significant groups?		Same as above
What is the economic breakdown of this population (parents)?		Same as above or corresponding data may be found in city administrative offices or in appropriate U. S. census data
Are there uniform educational needs for these different groups, or are there special needs? What are they?		Interviews with teachers, parents, students, and administrators

LOCAL SCHOOL BOARD/LOCAL SCHOOL DISTRICT

Questions	Answers	Where to Find Answers
How does the district provide for these needs? Does it provide for them at all?		Same as above District office Special programs
What is the nature of the relationship between the board and the superintendent?		Interviews with board members, superintendent and district administrators
What are the hiring policies of the board/ district?		Interviews with district administrators, teachers and principals Hiring guidelines
Do these guidelines seem fair to all, or do they exclude potentially desirable teachers?		Interview with district and school administrators, teachers and parents

LOCAL BOARD OF EDUCATION
General Information

Questions	Answers	Where to Find Answers
Name and address of board office		Telephone directory City Clerk
How many members are there on the board?		State code - municipal Board administrative handbook
How are they chosen? And by whom?		Same as above Board contact
What are the qualifications for membership?		Same as above

LOCAL BOARD OF EDUCATION
General Information

Questions	Answers	Where to Find Answers
How long do they serve and do terms overlap?		Same as above
Are board members paid?		Same as above
What are the duties and responsibilities of the board?		Municipal code Secretary of the board Board contact Administrative code Handbook of board
Are there any standing committees within the board?		Same as above

LOCAL BOARD OF EDUCATION
General Information

Questions	Answers	Where to Find Answers
What are the duties and responsibilities of the committees?		Same as above Minutes of committee meetings
How many times does the board meet? When are the meetings? Where are the meetings?		Secretary of the board Board contact Administrative handbook Newspapers
What provisions are there for public input at board meetings?		Same as above

LOCAL BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Name, address, title (official position on board), salary, sex		Secretary of the board Board contact Telephone directory
What are the specific duties and responsibilities of this member?		Secretary of the board Board contact
Does this person have any informal or undefined power?		Same as above Local newspapers Personal interviews
When did the individual begin to serve on the board? How long does his/her term last?		Same as above

LOCAL BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Is the individual a member of any standing committees within the board?		Secretary of the board Board contact Newspaper contact
What duties and responsibilities does this person have on the committees?		Same as above Minutes of committee meetings
Occupation		Secretary of the board Board contact Newspaper contact Newspapers
Education Religion		Same as above

LOCAL BOARD OF EDUCATION
Personal Information

Questions	Answers	Where to Find Answers
Political party, connections?		Same as above League of Women Voters

Local School Superintendent

The local school superintendent is a professional hired by the local school board to carry out its policies and obligations. Professionals can tend to be closed minded toward the role and function of education. In most large school systems promotion to the supervisory ranks is not by merit as much as by formalized credentialling and certifying procedures. Because they are inbred, having risen through the system as one type or another of educational personnel, administrators tend to help insulate decision making from public input.

Local school administration, headed by the superintendent, comprises an entourage of specialists, administrators, secretaries and bureaucrats. In many ways these people participate in policy making through public statements and direct pressure on the board of education and on city and state officials.

School administrators, not the local board, teachers or parents, remain the primary source of control over educational policy and its implementation. What does your district administration look like? What is the relationship between the superintendent and the school board? What are the credentials and experience of the superintendent? Where does he or she come from? What pressure groups act on this person? Get a feel for all this.

LOCAL SCHOOL SUPERINTENDENT
General Information

Questions	Answers	Where to Find Answers
How is the local schod superintendent chosen? And by whom?		Municipal code Secretary of superintendent Board contact Board administrative handbook
Name of superintendent's office and address		City Clerk Telephone directory
What are the qualifications for a local school superintendent?		Municipal code Secretary of superintendent Board contact Administrative handbook of board
How long does the job last?		Same as above

LOCAL SCHOOL SUPERINTENDENT
General Information

Questions	Answers	Where to Find Answers
What are the duties and responsibilities of the local school superintendent?		Same as above
Are there any standing committees relevant to this position?		Same as above
What responsibilities do the committees have?		Same as above Minutes of committee meetings

LOCAL SCHOOL SUPERINTENDENT
Personal Information

Questions	Answers	Where to Find Answers
Name, address, title, salary, sex		Telephone directory Local school district budget
What are the specific duties and responsibilities of this person?		Secretary of superintendent Board contact Board administrative handbook
Does this person have any informal or undefined power?		Same as above Local newspapers
When did the individual start to hold this position? How long does the job last?		Same as above

LOCAL SCHOOL SUPERINTENDENT
Personal Information

Questions	Answers	Where to Find Answers
Is this person a member of any standing committees relevant to this position?		Secretary of superintendent Local school contact
Duties and responsibilities on the committees		Same as above Minutes of committee meetings
Occupation before and relation to this institution		Local school contact Newspapers Newspaper contact
Education Religion		Same as above

LOCAL SCHOOL SUPERINTENDENT
Personal Information

Questions	Answers	Where to Find Answers
Political party, connections		Same as above League of Women Voters

Principals and Vice-Principals

Administrators are the products of strict merit and seniority systems. They invariably come from the teaching ranks. To understand the place of the principal and vice-principal in the school power structure you must first understand how these people got there and why. Interviews with them and their staff should be enlightening. Find out their exact responsibilities and how much influence they have in exercising their responsibilities. Does the principal belong to a supervisory personnel organization or other professional organization? These guild-like groups are steeped in politics and self-interested professional concerns. They function as lobbies to protect and advance their status. This is often at the expense of progressive educational change. Sound out your own situation and see if this is true. The importance of these organizations should not be overlooked. They often affect policy-making by public action and pressuring the board of education and local and state officials.

Remember that school administrators are the primary focus of control over educational policy and its implementation. This is somewhat less true for principals, however, since their jurisdiction is limited to a single school. Still, their influence can completely color the mood of a school and its faculty. Find out what the situation is at your school through personal interviews. Research the local and state codes, newspapers, administrative memorandums, and any other documents that could help you understand the principal's and vice-principal's position of influence in your school.

PRINCIPALS AND VICE-PRINCIPALS
General Information

Questions	Answers	Where to Find Answers
How are the principals and vice-principals chosen? And by whom?		Local board administrative handbook Secretary to the principal Local school contact
What are the qualifications for the position?		Same as above
How long does the job last?		Same as above
What are the duties and responsibilities of this position?		Same as above

PRINCIPALS AND VICE-PRINCIPALS
General Information

Questions	Answers	Where to Find Answers
Are there any standing committees relevant to this position?		Same as above
What duties and responsibilities do the committees have?		Same as above Minutes of committee meetings

PRINCIPALS AND VICE-PRINCIPALS
Personal Information

Questions	Answers	Where to Find Answers
Name, address, title, salary, sex		State Education Directory Superintendent's office (list of employees and budget of school district) Secretary of principal Telephone directory

PRINCIPALS AND VICE-PRINCIPALS
Personal Information

Questions	Answers	Where to Find Answers
What are the specific duties and responsibilities of this person?		Secretary to the principal or vice-principal Local school contact (teachers and students)
Does this person have any informal or undefined power?		Same as above
When did the individual begin to hold this position? How long does the job last?		Employee records at school board office Same as above
Is the person a member of any standing committees relevant to this position?		Secretary to the principal or vice-principal Teachers, students

PRINCIPALS AND VICE-PRINCIPALS
Personal Information

Questions	Answers	Where to Find Answers
Duties and responsibilities on the committees		Same as above Minutes of committee meetings
Occupation before and relation to this institution		Secretary to the principal or vice-principal Secretary of local board Teachers, students Newspapers, newspaper contacts
Education Religion		Same as above
Political party, connections		Same as above League of Women Voters

PRINCIPALS AND VICE-PRINCIPALS
Personal Information

Questions	Answers	Where to Find Answers
Occupation of husband or wife		Teachers, students Newspapers, newspaper contacts Other local school contacts
Is this person a member of any professional organizations?		Secretary to principal Personal interview
If so, how active is he or she in the organization?		Personal interviews Newspaper accounts
What posture has the organization taken in past educational disputes?		Same as above

Teachers

Teachers, until fairly recently, have been a largely disorganized and weak force in school policy-making. They have had difficulty representing their interests in school policy-making. But with the advent of strongly organized teachers' unions, teachers have become a real force in decision-making. Union contracts are important documents of school policy, and if the teachers in your school are unionized, you should get a copy of their contract and read it. There are many teachers' organizations, but the two largest are the National Education Association and the American Federation of Teachers, both based in Washington. The AFT has a national policy favoring the More Effective Schools program, a compensatory education program initiated by the United Federation of Teachers in New York City, an AFT chapter.

Find out if the teachers in your district are organized. Do these teacher organizations influence decision-making at all? Is the union strong enough to have any influence on the administration? Look at the union contract. In several large cities these contracts have included provisions for compensatory education, team teaching, class size and curriculum.

What is your school like? Are teachers legally allowed to strike? Have there been any strikes? If so, what were the issues? Is the chapter following a central union policy, or has it enough self-determination to choose its own course? Talk to the teachers in your school, particularly the union representatives. Go to the union office. People directly involved can open good sources of information for you.

It's also important to understand how the teachers work at your school. Who are the department chairmen? What are their responsibilities? Do they hold any real power to reform curriculum and teaching in your school, or are they mere functionaries carrying out district directives? Does anyone have any informal power or influence with your school's faculty? Who are these people, and how did they gain such a position of influence?

Look around to see how course changes take place at your school. Are any teachers interested in helping students initiate a course? Do the teachers seem more concerned with the wishes of students and parents, or are they more preoccupied with their own interests?

TEACHERS
General Information

Questions	Answers	Where to Find Answers
How are the teachers chosen? And by whom?		Board administrative handbook Teachers, students Secretary of superintendent
What are the qualifications and requirements for this position?		Same as above
How long does the job last?		Same as above
What are the duties and responsibilities of this position?		Same as above

TEACHERS
General Information

Questions	Answers	Where to Find Answers
What is the teachers' pay scale? How does it work?		Same as above Union contract
Are there any standing committees relevant to this position?		Same as above
What duties and responsibilities do the committees have?		Same as above Minutes of committee meetings
Who can fire a teacher? For what reasons? Tenured? Non-tenured?		Interview with teachers, principal, school board members Union contract

TEACHERS
General Information

Questions	Answers	Where to Find Answers
Can teachers legally strike in your district? On what grounds?		State and municipal code Union representative District office
Have there been any teachers' strikes in your district? Why? Why not?		Interviews with union representatives, teachers, principal, district office Newspaper accounts
What were the issues?		Same as above
How was the dispute settled? Who was involved in making the settlement?		Same as above

TEACHERS
Personal Information

Questions	Answers	Where to Find Answers
Name, address, title, salary, sex		Local school board office (list of employees & budget) Telephone directory Secretary to principal Teacher groups (NEA, AFT, PTA)
What are the specific duties and responsibilities of this person?		Teachers, students Secretary to principal Teacher groups Other local school contacts
Does this person have any informal or undefined power?		Same as above
When did the individual begin to hold this position?		Same as above School district employee records

TEACHERS
Personal Information

Questions	Answers	Where to Find Answers
How was this person chosen? And by whom?		Teachers, students Secretary to the principal Teacher groups Other local school contacts
Is the individual a member of any standing committees relevant to this position?		Same as above
What duties and responsibilities does this person have on the committees?		Same as above Minutes of committee meetings
Occupation before and relation to this institution		Teachers, students Other local school contacts Newspaper, newspaper contacts

TEACHERS
Personal Information

Questions	Answers	Where to Find Answers
Education		Same as above
Political party, connections		Same as above League of Women Voters

Students

Students are the largest group of people involved in education. They have the least amount of power or influence over educational policy-making. The student body government and the school newspaper (and sometimes underground student papers) are the main vehicles for the expression of student desires. Student organizations have very little real power in determining the policies that govern their student population. The board of education, superintendent and principal always assume the greatest responsibility in decision-making. The student council, supposedly formed by the student body to represent itself, actually has very little authority for more than planning social activities and fund-raising programs. In most schools, the principal has veto power over any significant action taken by the student government. What is the case for your school? In finding

information about student activities, the school's student council should definitely be looked into. Data concerning "authorized" student activities will be uncovered through this organization. "Official" policies concerning students should also be checked. The board of education, superintendent and the individual school principal will all have their own policies and views on governing schools.

Just what effect does your student government have on policy decisions? Talk to the people involved in student government to get an idea of its effectiveness. Look at the student body constitution and the administration's handbook to better understand how student government works and how effective it really is. Were students ever a decisive factor in determining school policy? Look at back issues of the student paper to help you out here.

Learn more about the student newspaper. Who is the editor, and how did he or she become editor? Has the paper ever influenced campus issues? How? Is the writing, printing or circulation restricted in any way? Does anyone censor the paper? Have there ever been any underground student papers at your school? How do they differ from the regular student paper?

Beyond researching these obvious representatives of student interest, you must understand the make-up and social orientation of your student body. Are there ethnic or cultural orientations that require special needs? Are there differences in the family income levels of the students in your school, or in their academic abilities? Have these differences produced a set of special needs and concerns in various groups of students? Before you can hope to understand student self-interest and begin efforts at student involvement or inquiry in school decision-making, you must understand the precise nature of the student population at your school.

STUDENTS

Questions	Answers	Where to Find Answers
How many students are there in your school?		Principal's office

STUDENTS

Questions	Answers	Where to Find Answers
What is the ethnic breakdown of this population? Black, Chicano, Puerto Rican, Native American, white others?		Principal's office District office of data collection
What special issues, needs and concerns does such a breakdown bring up?		Interviews with students, teachers, principal District officials School and local newspapers
What is the breakdown of family income levels of students at your school?		Principal's office District office of data collection Appropriate U. S. census data
What special issues, needs and concerns does such a breakdown bring up?		Interviews with students, teachers, principal, district officials Student and local newspapers

STUDENTS

Questions	Answers	Where to Find Answers
What is the breakdown of academic ability of the students at your school?		Principal's office District office of data collection
Are any divisions made in the educational services or levels available to students of differing academic ability?		Same as above Interviews with students and teachers
What special issues, needs and concerns does such a breakdown and difference in educational opportunity bring up?		Interviews with students, teachers, principal District officials Student and local newspapers
What student organizations exist on campus?		Student handbook School paper Student government leaders

STUDENTS

Questions	Answers	Where to Find Answers
What are the size, scope and concerns of each of these organizations?		Interviews with organization members and faculty sponsors
Who is in charge of each organization? How are they chosen?		Same as above
How are student government officers chosen?		Officers, students, members, sponsors Constitution, by-laws
Who are they?		Same as above

STUDENTS

Questions	Answers	Where to Find Answers
What are they interested in?		Same as above
What activities or efforts have they sponsored?		Same as above
What committees exist?		Same as above
What are their concerns?		Same as above

STUDENTS

Questions	Answers	Where to Find Answers
How effective are they?		Same as above
How are funds raised?		Same as above
How are they spent?		Same as above
Who is in charge of them?		Same as above

STUDENTS

Questions	Answers	Where to Find Answers
What is the name of your school newspaper?		Students Student handbook Editor Back issues
Who is the editor?		Back issues Paper office
What issues is the paper concerned with?		Interviews with editor Back issues
How effective a voice is it?		Interviews with editor, students

STUDENTS

Questions	Answers	Where to Find Answers
How is it funded?		Editor Sponsor
Are there any restrictions on it? Has it ever been censored? By whom? For what?		Same as above Principal
Is there or has there ever been an underground paper?		Editor Students
Why did it come about? How does it differ from the regular paper?		Same as above Underground paper's sponsors

Parents

Depending on your community, parents will participate in varying degrees in the school system. Groups such as Parent-Teacher Associations, the Public Education Association, the Women's City Club and the United Parents Association are all civic groups that sometimes exert pressure on the school administration. Find out which groups exist in your community, their size, their leaders and their concerns. Attend their meetings and see how each group operates. PTA groups often are nothing more than social clubs, and yet sometimes they can prove to be effective. What is the case for your PTA? Don't be fooled by a lot of talk. See what the chapter has actually accomplished. Occasionally one strong parent group will inhibit the formation of other groups, thus hindering any real confrontation. Does this situation exist in your community?

Parent groups often form around ethnic lines in urban areas. Are there any such organizations in your community? Why? Why not? If so, who are the leaders; what issues are they concerned with; and what effect have they had on school policy?

Talk to the leaders and members of these parent groups. Interview school board members and district staff people. Try to determine the effectiveness of these organizations. Remember, parents are as far removed from influence over decision making as students are. You need to understand why this is, if you are to understand the decision-making process.

PARENTS

Questions	Answers	Where to Find Answers
What parent organizations exist in your school district?		School administrator's office Parents Newspapers
Who are the leaders?		Same as above
When and where do these groups meet?		Officers, members Charter Announcements
How are they funded?		Same as above

PARENTS

Questions	Answers	Where to Find Answers
What ethnic groups exist? How do they represent their needs?		School administration office Parents Newspapers
Who are the leaders?		Same as above
Are there any provisions for parent participation in school board policy decisions? What are they?		Board guidelines Municipal code Organization offices Parents
Do all parent groups take equal advantage of such provisions, if they exist? Why? Why not?		Interviews with parent organization officers Members School board members

PARENTS

Questions	Answers	Where to Find Answers
Is there any disagreement among parent groups? Over what issues?		Same as above
Do any parent groups concern themselves with lobbying for state or municipal legislation? Which ones? How?		Same as above

A CASE STUDY

Introduction

In 1969 New York City adopted a school decentralization law that divided the city's gargantuan system into thirty-three "community school districts," each with its own community school board and superintendent. The following case study provides a sketch of one of those community school districts, its board, and some of the issues it faced. It provides a good insight into the workings of a local school district, the conceptions board members have of their roles as policy makers and community representatives. The case study gives a good picture of the kind of questions that need to be asked to understand the decision-making process in such a district. Information was obtained by personal interviews with board members, district staff, parent leaders and from the statute and relevant documentation.

New York City is by no means representative of other cities and their schools; the usefulness of this case study, written in 1970, lies in its ability to indicate a good investigative sense.

District 3

District 3 of the Upper West Side of Manhattan in New York City affords excellent research possibilities. It is one of the most integrated, most diversified districts in the city. Within its boundaries lie a section of south-central Harlem, a large concentration of Puerto Ricans and pockets of Dominicans, Cubans and Haitians. Middle-class whites, retired Jews, and a large elderly population share the same markets with the Hispanic residents. Columbia University and Lincoln Center share the same ground in the district. Beyond its rich demographic character, District 3 contains a politically sophisticated group of educational activists which outshines most lay political development anywhere in the city. It has been in the forefront of the fight for integration and now is proceeding with the difficult task of picking its way through ambiguous and shabbily written laws.

In January, 1970, four Harlem parents of District 3 brought suit against the Board of Education to prevent the district from being carved up in the reapportionment that had just taken place. The suit (Tinsley et al vs. Monserrat et al) carried to the New York State Supreme Court and was finally decided in favor of the plaintiffs, thus preserving the identity of the District.

Despite a boycott movement during the city elections, District 3

posted a voter turnout commensurate with the citywide average of 15 per cent. The new community board was sworn in during July, 1970. Shortly after this, Rosemary Ramirez, one of two Spanish-speaking members, resigned, reducing the board to eight people. David Goldstick is the chairman, Aaron Weitz the vice-chairman; the remaining members are Marie Ford, Adela Misa, Robert Leiter, William Bautzer, Rhoda Karpatkin and Joshua Leinsdorf. Of these eight people six are white; Ford is black and Misa is Puerto Rican. At this point, the consensus of the board is that Ramirez should be replaced by another Puerto Rican. Six of the members are parents, although two, Leiter and Weitz, have children only of preschool age. Bautzer and Leinsdorf are non-parents. Three--Ford, Goldstick and Karpatkin--served on the appointed board that preceded this elected one for two, three and three years respectively. Weitz, Goldstick and Karpatkin are lawyers; Ford is a hospital administrator; Mesa works for the Mid-West Side Community Corporation; Leiter teaches at City College, and Bautzer is a free-lance educational journalist.

It is possible for an elected board member to view his position from two different standpoints: (1) from an individual standpoint, apart from the board as a functioning unit, and (2) from a collective standpoint, fitting into the operations of the board as a whole. Whereas the board members' views on their personal role tend to reflect upon their relationship to the community or to a particular constituency, their views on the collective role they play tend to reflect upon their relationship to the other board members and to the board as a policy-making body.

In most cases data on constituency and interest representation was quite elusive. When the question "Do you represent the interests of the children?" was posed, respondents all answered with an unequivocal yes. But when the question "Whose interests do you see yourself representing as a board member?" was forwarded, a more varied response was obtained. Goldstick replied that "as trite as it sounds, I represent the interest of the children,"[1] as did Robert Leiter. But the implications of this representation carry quite distinct connotations for the two men. For Goldstick such a responsibility implies "tremendous political motivations," leading him to call himself a community "agitator." Leiter, on the other hand, derives quite a different view of his responsibility to the children. He is greatly concerned about an "over-emphasis of irrelevant political decisions." Not feeling under pressure from any particular constituency, he conceptualizes his function as deciding what is desirable, in his judgment, for the children by "avoiding politics to the extent that it's possible to

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[1]Interview with David Goldstick, December 13, 1970.

avoid them."[2]

Other responses to the latter question indicated an independent disposition. Bautzer does not feel "beholden to any particular community group," but rather "beholden to a concentration on educational functions . . . which have direct effect on what and how kids learn."[3] By avoiding a commitment to any constituency, Bautzer removes himself from a position of accountability. If he has no one to answer for, he has no one to answer to.

The third type of response came from the minority board members. Both Ford and Misa view themselves as directly accountable to the black and Hispanic populations respectively. Ford finds herself in a rather ironic situation, for although she believes one representative cannot possibly speak for an entire population, she finds herself in precisely that predicament. She views her role as a black parent, responsible to the black parents of District 3.[4] Similarly, Misa sees herself as representing Spanish-speaking parents of the district. The strong constituency identification which characterizes the roles of both Ford and Misa epitomizes the desire of minorities to be included in the policy-making process on a representational basis. Conversely, the lack of such strong identification among the white board members illustrates the degree to which institutions are expected to provide white representation. Therefore, the strongest sense of community is among those traditionally excluded from decision-making, those who are also most fervently calling for greater responsiveness and accountability in government through community control.

Before leaving the question of constituency, a position of middle ground should be presented. When responding to the question, Weitz answered that although he saw himself as an independent, he consciously sought to mediate between two polarizing forces in the district: the "UFT faction" and the "anti-UFT, community faction."[5] Weitz's overriding commitment to effective community participation further guides his role as a board member.

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[2]Interview with Robert Leiter, December 14, 1970.

[3]Interview with William Bautzer, December 12, 1970.

[4]Interview with Marie Ford, December 11, 1970.

[5]Interview with Aaron Weitz, December 11, 1970.

What becomes clear from the above discussion is the degree to which representativeness is a function of the representative's personal interpretation of role and responsibility. In this particular case study, this fact has most salience for the minority populations, whose representatives perceive a strong bond between themselves and their constituencies. Representational decision-making can then help create collective community consciousness and action, even if the form of decision-making power is more symbolic (as some would argue is the case under the 1969 decentralization law) than substantive.

Another important question involves how District 3 board members regard the law by which they operate. For the board members the law is an operational handbook containing instructions pertaining to the various policy areas of educational decision-making. As has been noted, the law is consistently vague, allowing much room for interpretation. There is a consensus among the board members that despite its faults, the law is adequate and that they can effectively run the district under it. Two views seem to predominate, both being closely related. The first states that what is written down in the law is irrelevant, and that focusing attention upon an explication of the law misplaces one's energies. Ford and Goldstick subscribe to this line of thinking. Ford views the involvement of blacks not as a function of the limitations of the law, but rather a function of the degree of collective community consciousness. Social equity will not result from the writing of new laws, but from the fair and equal implementation of the already existing body of laws. For Goldstick the statute is as strong or weak as those who are using it. He feels confident in being able to manipulate the law to serve his own ends. Stated bluntly, Goldstick "pretends that the law isn't there." The second view of the statute does not see it as irrelevant, but as flexible. There is enough room for experimentation within its confines; there is "more leeway permitted than the public realizes," according to Leiter, who further believes that "the present state of decentralization does not make it impossible to achieve results." Neither does Weitz in any substantive way feel hampered by the provisions of the law.

What these two views of the statute share is a sense of rapport, a sense of inclusion rather than exclusion. At best those who have chosen to work under the law feel in harmony with it; at worst the statute is functionally irrelevant to them, but never is it an impediment to the execution of their duties. This is no minor realization in light of the vigorous objections raised to the law before and during the elections. The opponents of the bill categorically asserted that it would prevent meaningful decentralization in New York City. And yet when its implementation is achieved, there is a consensus among board members, black, white and brown, that the statute does not interfere with the decentralized operation of a community school board. This leads one to conclude that those who would run for these

offices are systemically oriented. That is, though they may deprecate the value of the law, it still holds greater potential for social reform to work with it rather than against it. One of Ford's motivations to run for office was that no rump board would be effective because the Board of Education would not recognize it; and Goldstick felt that however weak it may seem, it deserves a chance to be implemented. In view of the systemic orientation implicit in running for office, the absence of a perceived dysfunctionality between the board members and the law is not surprising.

Before examining several concrete issues that have developed within District 3, I would like to describe how the board members view their relationship to the community. This is a particularly sensitive area within a decentralized structure, for the degree to which board members feel themselves beholden to the expressed desires of their community will in large measure determine the extent to which they will respond to those desires. Some board members feel threatened by the community. When asked by what aspect of decentralization he felt infringed upon most as a board member, Bautzer replied that "I feel most hampered by the demand of the community to have dictatory rather than advisory participation in specific policy areas or cases. We are not a rubberstamp. The legislator is put there to use his best judgment." Weitz also admits to being hampered procedurally by the requirement to make all decisions at a public meeting, but this is an inconvenience he is willing to pay in placing the priority of participatory democracy over efficiency. Leiter disagrees, believing the feelings of the community have less importance than the "educational questions." The board members thus seem balanced between the paternalism of Leiter and the commitment to a fruitful community board dialogue of Weitz. Such diversity necessarily mitigates the board's responsiveness to the residents of District 3.

The history of community school board 3 was quite brief at this writing, and many policy areas had yet to be fully developed. Little had been done on curriculum planning and construction and repair activity. However, the board was quite active in the areas of finance, personnel and school management.

An activity which has consumed much of the board's time centers around a Title I dispute with the city (Title I of the Elementary and Secondary Education Act). The district is bringing suit against the central board, charging that the Board of Education has deviated from the formula for the allotment of Title I funds and in the process has short-changed District 3. The suit, which is presently being written, rests its case on two points. The first argument contests the specific dollar allotment to District 3. The Board of Education has allegedly allocated the funds on an "equitable" basis, violating the intention of Title I funds. Under the Elementary

and Secondary Education Act, compensatory funds are to be delivered to schools on the basis of need. By distributing the titled monies evenly over the entire city, the Board has ignored the greater educational need of some districts which are specifically earmarked for ESEA funding. District 3 has one of the highest priorities in the city for titled monies, thereby suffering a loss of funds under an "equitable" distribution plan.[6]

The second argument deals with centrally mandated programs under the Title I budget. More Effective Schools is an example of such a program. The Board of Education has earmarked a certain percentage of the districts' titled budgets for specific programs, infringing upon each district's control of its titled money. The suit will argue that the central board does not have the legal right to establish such centrally mandated programs.[7]

A third argument is conspicuous in its absence. The suit avoids the argument that under the 1969 statute community boards have the legal right to determine the dispensation of titled monies. According to Weitz, it was a tactical deletion designed to avoid a confrontation over the issue of community sovereignty. By focusing on the Board's alleged violation of the allotment formula, the Board is pressed to defend its policy, whereas a claim on the part of District 3 to self-determination in this policy area has no court precedence and would prove difficult to defend. Furthermore, District 3's reluctance to pursue this line of argument is an indication of just how fresh the Ocean Hill-Brownsville disputes over community power are in the public's mind. District 3 wishes to avoid another such confrontation at this point, though Goldstick can envision a time when the district will press for recognition as an autonomous budgetary unit. However, he now feels it is too early to press for such legislative change. Such change would entail the issuing of tax-levy funds, which comprise 80-90 per cent of a district's total expenditures, in the form of a lump-sum budget. Tax-levy funds are currently earmarked by the central board before dispensation to the community board.

In the area of school management District 3 started an experimental free breakfast program at P. S. 87. The school does not have adequate cafeteria facilities, so the board is hiring outside food preparation. Goldstick hopes that by February the program can be instituted district-wide. He originally intended to depend upon state and federal funding for

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[6] Weitz interview.

[7] Weitz interview.

this, which would have required the district to bid as an autonomous political unit. But since Chancellor Scribner's inclusion of $50 million for a citywide breakfast program, District 3 will not need to seek outside funds.

The community board has met its most intense and most complex problems in the area of personnel. The board's first task upon taking office was to hire a district superintendent. There was great pressure from both the black and Hispanic populations for a minority superintendent. Alfredo Mathew, a Puerto Rican, was finally selected after an intense struggle which left the district blacks quite bitter that their candidate, William Curlew, was not chosen. Mrs. Ford reflects this bitterness:

> The rules of the game were changed in mid-stream. First the board told the community to give them their first choice from the board's list of three candidates. Then things changed. The board would now finally decide from the community's list of three candidates. At one point there was talk of appointing two superintendents.[8]

Despite the bitterness of this defeat for the blacks, Ford admits that Mathew is a sensitive administrator. Goldstick cannot overstate his praise for Mathew; he considers him to be "outstanding." And the visibility of Spanish leadership is extremely encouraging to the large Hispanic population.

Mathew has very definite views on the district's personnel himself. He subscribes to a theory of accountability rather than seniority. For him longevity is no justification in itself to remain in the school system. He recognizes the need to retrain, rather than replace, the majority of the present staff, though he has already made four major firings. Three new principals have been assigned to primary schools and Lulu Bramwell, principal of I.S. 118, Joan of Arc, has been refused tenure and dismissed.

The Bramwell case has consumed most of the board's time during the past several months. Mathew claimed that Mrs. Bramwell, a non-tenure principal, could not control her school, which was in a state of chaos according to Mathew. The issue immediately began to gather racial overtones. The blacks, fresh from failing to appoint a black superintendent, believed their greatest fears to be justified with the firing of Mrs. Bramwell.

The board held a series of public meetings with the parents of

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[8]Ford interview.

I. S. 118 to fully discuss their pending action. Opinion on the board was nearly unanimous in refusing Bramwell her tenure. Ford was the lone dissenter, citing that Bramwell had been marked satisfactory by two previous superintendents. The Council of Supervisory Agencies immediately declared that the board's action was illegal and violated due process requirements. Mathew sent the case to Scribner, deferring to his decision. However, after perusing the case, Scribner declared he had no jurisdiction and that Mathew must make the decision to grant tenure. Bramwell's dismissal was finalized, and the community, though tense, is settling down. Some blacks will not soon forget two successive defeats.

The Bramwell issue carries much wider repercussions than those immediately felt in the community. The greatest difficulty with the 1969 statute is its ambiguity. One example of an unclear delineation of authority was in the case of non-tenured supervisory personnel. It simply is not evident from the language of the law who has the authority to fire such personnel. The Bramwell case illustrated that the district superintendent is empowered with that duty, as interpreted by both Scribner and Mathew. The next logical step is to lobby for a legislative clarification of that passage consistent with the events of the Bramwell case. Goldstick admits that, politically advanced as District 3 is, compared to the city's other districts, it alone cannot bring sufficient pressure to bear on the state legislature to cause such clarification. A federation of community school boards would be needed to effect such pressure. Such an organization presently exists, but it represents no more than a symbolic union.

In 1964 Congress passed the Economic Opportunity Act, which provided for the "maximum feasible participation" of the poor in "community action programs" (CAP). At the time of the writing, no one understood the precise meaning of the terms. In the course of administering the War on Poverty, practical restrictions partially clarified them, but ultimate resolution came in 1967 with the passage of the Greene Amendment. This amendment defined the precise guidelines for participation in CAP's by formally excluding any partisan or electoral political activity from the agenda of any CAP. The Greene Amendment was instrumental in curbing the organizational gains that the CAP's had begun to make in the ghettos by removing one of their most effective methods of mobilization. Similar ambiguity exists in the 1969 statute, and it is inevitable that it be eliminated. What remains to be seen is whether the legislative amendments will reflect the interests of these presently in firm control of New York City education (the bureaucracies, UFT and CSA) or those of the community boards as growing political entities. To insure the latter the community boards must begin to act collectively as an organized interest group and lobby according to their interests.

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APPENDICES

APPENDIX A

REGIONAL OFFICES OF THE OFFICE OF EDUCATION

Region	States Served	Address
I	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	Office of Education/DHEW John Fitzgerald Kennedy Federal Building Boston, Mass. 02203
II	Delaware, New Jersey, New York, Pennsylvania	Office of Education/DHEW 26 Federal Plaza, Rm. 1013 New York, N. Y. 10007
III	District of Columbia, Kentucky, Maryland, North Carolina, Puerto Rico, Virginia, Virgin Islands, West Virginia	Office of Education/DHEW 220 Seventh Street, NE Charlottesville, Va. 22901
IV	Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee	Office of Education/DHEW 50 Seventh Street, NE Atlanta, Ga. 30323
V	Illinois, Indiana, Michigan, Ohio, Wisconsin	Office of Education/DHEW New Post Office Bldg. 226 West Jackson Blvd. Chicago, Ill. 60607
VI	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota	Office of Education/DHEW 601 East 12th Street Kansas City, Mo. 64106
VII	Arkansas, Louisiana, New Mexico, Oklahoma, Texas	Office of Education/DHEW 1114 Commerce Street Dallas, Tex. 75202
VIII	Colorado, Idaho, Montana, Utah, Wyoming	Office of Education/DHEW Federal Office Building Room 9017 19th and Stout Streets Denver, Colo. 80202

Region	States Served	Address
IX	Alaska, Arizona, California, Guam, Hawaii, Nevada, Oregon, Washington, American Samoa	Office of Education/DHEW The Phelan Bldg., Rm. 766 760 Market Street San Francisco, Calif. 94102

Source: U. S. Office of Education, "Office of Education Support for Research and Related Activities."

1971 Standard of American Education, p. 210.

APPENDIX II

NEA REGIONAL OFFICES

[NEA Regional Offices, Sample page from NEA Handbook showing individual state and local officials and affiliated organizations. Sample of resolutions adopted by 1972 NEA Conference.]

The National Education Association is a huge nationwide organization concerned with teaching and related issues. The following map and list will tell you where the regional offices are located. You can write to the national or regional office for more information or for help in your research. The example showing the state organization for South Dakota will help you better understand NEA's organization, and the excerpts from the "Continuing Resolutions" will give you an idea of NEA's educational concerns.

NATIONAL EDUCATION ASSOCIATION
REGIONAL OFFICES

Source: National Education Association Handbook, 1972-73 (NEA: 1201 16th Street, NW, Washington, D.C.), pp. 122, 296, 50-51.

REGIONAL OFFICES

Central States (Arkansas, Kansas, Missouri, Oklahoma): 1 Gateway Center, State at 5th, Kansas City, Kans. 66101, (913) 371-5154.

East Coast (Delaware, New Jersey, New York, Pennsylvania): 2201 Route 38, Cherry Hill, N.J. 08034.

Mid-Atlantic (Maryland, Virginia, Washington, D.C., West Virginia): 7617 Little River Turnpike, Annandale, Va. 22003, (703) 941-6686.

Midwest (Illinois, Indiana, Kentucky, Michigan, Ohio): O'Hare Office Bldg., 10600 W. Higgins Rd., Rosemont, Ill. 60018, (312) 297-4336.

New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont): 20 Ashburton Place, Boston, Mass. 02108, (617) 227-4044.

North Central (Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin): 55 Sherburne Ave., St. Paul, Minn. 55103, (612) 226-2520

Northwest (Alaska, Idaho, Montana, Oregon, Washington): 910 Fifth Ave., Seattle, Wash. 98104, (206) 622-8932.

Southeast (Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee): Electric Plaza Bldg., 501 Pulliam St., SW, Atlanta, Ga. 30312, (404) 523-2593.

West Coast (California, Nevada, Hawaii): 1705 Murchison Dr., Burlingame, Calif. 94010, (415) 697-6000.

Western States (Arizona, Colorado, New Mexico, Taxas, Utah, Wyoming): 5200 S. Quebec St., Englewood, Colo. 80110, (303) 770-3380.

SOUTH DAKOTA

South Dakota Education Association
411 E. Capitol Ave.
P. O. Box 939
Pierre, South Dakota 57501
605-224-5874

8:30 a.m.-5:00 p.m. Monday-Friday
Central Standard Time with Daylight Savings Time
5,118 NEA members as of May 31, 1972

Annual Meeting, Delegate Assembly: Pierre, April 6-7, 1973

State Convention: Aberdeen and Rapid City, Oct. 11-13

Annual Dues: $36

District Organization: Eight districts, state convention held annually

Pres.: DENNIS HULL, teacher, Wessington Springs HS, Wessington Springs 57382 (July 1972-June 1973)

Pres.-Elect: GRACE MICKELSON, teacher, Central HS, Rapid City 57701; Home: 133 E. St. Charles St., Rapid City 57701 (July 1972-June 1973)

Exec. Secy: ROBERT E. HALD

Asst. Exec. Secy., Field Serv.: M. H. SHAW

Office Manager: MRS. GERTRUDE DuBOIS

Field Rep.: HAROLD D. SAFGREN, 3820 Minnekahta, Rapid City 57701; Phone: 605-342-1770; WALLACE L. NORUM, P.O. Box 939, Pierre 57501

SEKota UniServ Dir.: VACANCY, 2010 S. Minnesota Ave., Sioux Falls 57105; Phone: 605-339-3236

Black Hills UniServ Dir.: To be employed, Rapid City

Northeast UniServ Dir.: To be employed, Aberdeen

Treas.: ROBERT E. HALD

Student NEA-SDEA Consult.: WALLACE L. NORUM

FTA Consult.: HAROLD D. SAFGREN

Official Organ: SDEA Educators' Advocate;
Managing Editor: C. M. DRENKHAHN

Human Rel. Staff Contact: ROBERT E. HALD

NEA Director and Other State Officials

NEA Dir.: DAVID W. SMITH, 1733 S. Second St., Aberdeen 57401

Supt. of Public Instruction: DONALD BARNHART, Pierre 57501

State PTA Pres.: MRS. VERNON BUCK, Sinai 57061

Associated Schl. Bds. Pres.: KEITH TAYLOR, Conde 57434

Local Associations Affiliated with the NEA

As of May 31, 1972. Year of affiliation is indicated following each listing below.

Aberdeen Education Assn.--1921
Alcester Educational Assn.--1963
Belle Fourche Educational Assn.--1961
Beresford Education Assn.--1969
Bonesteel Education Assn.--1970
Bon Homme Education Assn.--1964
Bowdle Teachers Assn.--1964
Brandon Valley Educational Assn.--1955
Brookings Education Assn.--1951
Butte County Education Assn.--1944
Campbell County Education Assn.--1956
Canton Education Assn.--1969
Chamberlain Education Assn.--1954
Clear Lake Education Assn.--1969
Custer Education Assn.--1961
Dell Rapids Teachers Assn.--1968
Doland Education Assn.--1969
Douglas Education Assn.--1956
Edgemont Teachers Assn.--1953

Elk Point Education Assn. --1971
Estelline Education Assn. --1971
Faulkton Education Assn. --1962
Flandreau Educational Assn. --1954
Freeman Education Assn. --1969
Gettysburg Education Assn. --1953
Grant-Deuel #63 Education Assn. --1961
Groton Educational Assn. --1953
Hanson Local Teachers Assn. --1969
Hecla Local Unit--1960
Hot Springs Teachers Assn. --1954
Howard Education Assn. --1965
Huron Education Assn. --1953
Ipswich Teachers Assn. --1967
Java Education Assn. --1962
Lead-Deadwood Education Assn. --1956
Lemmon Education Assn. --1958
Lennox Education Assn. --1950
McLaughlin Education Assn. --1968
Madison Teachers Assn. --1949
Mead Education Assn. --1959
Menno Teachers Assn. --1964
Milbank Education Assn. --1964
Miller Education Assn. --1965
Mitchell Education Assn. --1947
Mobridge Education Assn. --1956
Montrose Teachers Assn. --1960
Newell Education Assn. --1960
Parkston Education Assn. --1965
Philip Education Assn. --1965
Pierre Education Assn. --1953
Rapid City Education Assn. --1954
Redfield Education Assn. --1969
Roscoe Education Assn. --1967
Salem Education Assn. --1954
Sioux Falls Education Assn. --1924
Sioux Valley Education Assn. --1965
Sisseton Education Assn. --1950
Spearfish Education Assn. --1961
Stanley County High School Teachers Assn. --1966
Todd County Education Assn. --1967
Tripp County Education Assn. --1959
Vermillion Education Assn. --1962
Watertown Education Assn. --1952
Webster Education Assn. --1953

Wessington Springs Education Assn.--1957
White River Education Assn.--1961
Wilmot Local Education Assn.--1952
Winner Local Education Assn.--1954
Woonsocket Education Assn.--1969
Yankton Education Assn.--1955

Colleges and Universities

Black Hills State College Local SDEA--1963

Student NEA--Active College Chapters Chartered

Aberdeen, Northern State College--1953
Brookings, South Dakota State University--1961
Huron, Huron College--1955
Madison, Dakota State College--1970
Mitchell, Dakota Wesleyan University--1945
Sioux Falls, Augustana College--1963
Sioux Falls, Sioux Falls College--1963
Spearfish, Black Hills State College--1959
Springfield, University of South Dakota--1971
Vermillion, University of South Dakota--1944
Yankton, Mount Marty College--1966
Yankton, Yankton College--1961

Active high school FTA chapters chartered--25; high school members--625

RESOLUTIONS ADOPTED AT ATLANTIC CITY, 1972

I. CONTINUING RESOLUTIONS

A. EDUCATION IN AMERICA

C-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools. (69)*

C-2. Public Education

The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association. (69)

C-3. Schools in Crisis

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial

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*The figure in parentheses after each continuing resolution refers to the year the resolution was adopted or changed in some way.

allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to improve schools in crisis. (69)

C-4. Desegregation in the Public Schools

The National Education Association believes it is imperative that desegregation of the nation's schools be effected. Policies and guidelines for school desegregation in all parts of the nation must be strengthened and must comply with Brown v. Board of Education; Alexander v. Holmes County Board of Education, Mississippi; other judicial decisions; and with civil rights legislation.

The Association recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. These arrangements may require that some students be bussed in order to implement desegregation plans which comply with established guidelines adhering to the letter and spirit of the law. The Association urges that all laws of this nation apply equally to all persons without regard to race or geographic location.

The Association will continue to oppose vigorously desegregation plans and practices that result in the systematic displacement or demotion of black principals and teachers. It urges federal agencies charged with approving and enforcing plans to do the same.

The Association believes that educators must have a voice in the decision making process that involves tranfer of educators to achieve racial balance. (69, 70)

B. PROFESSIONAL COMPETENCE

C-5. A Competent Educator in Every Professional Position

The National Education Association believes that each educator

must have the knowledge and skills necessary to perform his duties based upon a broad general education with depth of preparation in special areas and a commitment to continued learning.

The Association will work to assure that each professional position is filled by a qualified and certificated educator. It will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the arbitrary increase in size of classes, number of students served, or through the employment of non-certificated personnel in teaching or service roles. (69, 70, 71, 72)

APPENDIX III

SAMPLE PAGE FROM CONTACT WASHINGTON--AASA

There are professional associations for nearly every imaginable group of people involved in education, including chief state school officers, state board members, local board members, principals, teachers, specialists and on and on. Contact Washington is a book listing all of them, briefly describing their interests. Following is an example.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1201 Sixteenth Street, N. W.
Washington, D. C. 20036 Phone: 223-9400

Founded: 1865 Washington office 1922

Purpose: To promote the development of competent administrative leadership for schools.

Membership: Individual and institutional; individual members must meet education and employment prerequisites.

Size: 17,000

Affiliates: None. However, the Association works very closely with the 72 state associations of school administrators.

Committees: Advancement of School Administrators, National Academy of School Executives, Resolutions, Federal Policy and Legislation, Ethics, Administrative Technology, Instructional Technology, School Board--Superintendent Relationships, Year-Round School, Planning America's School Buildings.

Publications: "The School Administrator" (newsletter published 13 times annually). "Hot Line" (legislative newsletter published 13 times annually). A wide variety of books, pamphlets, and film strips.

Services: Educational Research Service (operated jointly with NEA Research Division). Subscribers receive nearly 100 reports and publications, answers to individual questions, numerous ERS CIRCULARS, and ERS INFORMATION AIDS. Annual meeting (resolutions published

separately). 12 Regional Drive-In Conferences. Invitational Seminars; three for school administrators, two for university professors of school administration, and one sponsored jointly with the International City Managers Association for school superintendents, city managers, and professors of political science, public administration, and school administration. AASA Memorial Scholarships: three annual $1,500 awards for graduate work in school administration.

Special Projects: The AASA National Academy for School Executives--a post graduate program to meet the in-service needs of school administrators. Annual tours of the Soviet Union and Germany planned in cooperation with NEA's Educational Travel Division. Administration of the School-to-Program via contract from the Office of Overseas Schools, Department of State.

Government Relations: Participation in governmental conferences. Regular consultation with the U. S. Office of Education. Occasional testimony before Congress. Close working relationships with the Department of State.

Contact with other Educational Organizations: The AASA works very closely with many national educational organizations including the U. S. Commission on UNESCO, The World Council of Organizations in the Teaching Profession, The Joint Council on Educational Telecommunications, The National Education Association, The Association for Supervision and Curriculum Development, the Association of Classroom Teachers, the National Association of Secondary School Principals, the Department of Elementary School Principals, National Congress of Parents and Teachers, the Educational Commission of the States, the National Council for Accreditation of Teacher Education, the Department of Rural Education, the Council of Chief State School Officers, the Association of School Business Officials, and the National School Boards Association.

Sources of $: Membership dues, Sale of publications, Exhibit income, Investment income, Honorariums, Grants.

Budget: $1,800,000.

Contact: Forrest E. Conner, Executive Secretary.

Source: Contact Washington, p. 17.

APPENDIX IV

PATTERSON'S AMERICAN EDUCATION
(Sample Information)

Patterson's American Education, published annually, presents "information about State Departments of Education, public school systems and their superintendents, public high and junior high schools and their principals," and "private high schools, public and private colleges, universities, professional, vocational and preparatory schools." Following are two excerpts.*

ARIZONA

State Superintendent's Office
Suite 165, State Capitol Bldg., Phoenix 85005

State Superintendent of Public Instruction	W. P. Shofstall
Director of Secondary Education	Dr. James Hartgraves
Director Business and Financial Services	John M. George
Director Planning and Evaluation	William Raymond
Director of Elementary Education	Harvey Stern
Director of Certification	John A. Freestone
Ass't. Director of Indian Education	E. L. Turner
Director School Lunch Program	Frances Shenberger
Director Equal Educational Opportunities	Henry Arredondo
Consultant Driver and Safety Education	Jay Smith
Consultant Health, Physical Education and Recreation	Frank R. Williams
Consultant Math, Science and Conservation Education	Carl E. Beisecker

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Source: Patterson's American Education, 1971, N. Elliott, ed., pp. 19, 149.

State Board of Education

Dr. Howard Seymour, President	Phoenix
David Weisenborn, Vice Pres.	Tucson
Maurice Marks	Yuma
Richard Harris	Phoenix
Dr. Richard Harvill	Tucson
Joseph P. Ralston	Phoenix
Dr. Dwight Hudson	Scottsdale
Paul P. Kennedy	Globe
Dr. W. P. Shofstall	Phoenix

Arizona Education Association

Dix W. Price, Executive Secretary	2102 West Indian School Rd. Phoenix 85015

County Superintendents of Schools

Apache, Avard B. Hall
Court House, St. Johns 85936

Cochise, Mrs. Patricia Goren
P.O. Box 1159, Bisbee 85603

Coconino, Bessie K. Best
P.O. Box 910, Flagstaff 86002

Gila, Nolan Blake
Box 310, Globe 85501

Graham, Farrell Hinton
Court House, Safford 85546

Greenlee, Thomas Wright
Box 1595, Clifton 85533

Maricopa, Richard Harris
111 S. 3rd Ave., Phoenix 85003

Mohave, Bonnie Owen
P.O. Box 506, Kingman 86401

Navajo, Margaret Porter
Box 366, Holbrook 86025

Pima, Anita Lohr
132 W. Congress, Tucson 85701

Pinal, Mary C. O'Brien
P.O. Box 769, Florence 85232

Santa Cruz, Chon Canchola
P.O. Box 898, Nogales 85621

Yavapai, Warner B. Dixon
P.O. Box 748, Prescott 86301

Yuma, Leon Maehling
168 Second, Yuma 85364

Public, Private, and Endowed Schools and Colleges

Ajo, Pima Co., pop. 5,881
H.S. Dist. 103, Dist. 15
Superintendent--W. M. Dicus
Box 68, 85321
H.S. 85321--Marion Engel, prin.
Jr. H.S., Box 68 85321
Jack Peterson, prin.

Apache Junction, Pinal Co., pop. 2,390
H.S. Dist. 843
Supt.--Don Wagner
P.O. Box 879 85220
H.S., Box 879 85220
Christine Perry, prin.

Ash Fork, Yavapai Co., pop. 800
H. S. Dist. 10
H. S., Box 247 86320
J. W. Batina, supt., prin.

Avondale, Maricopa Co., pop. 6,304
Agua Fria UHS Dist. 216
Superintendent--Harold W. Porter
Box 818 85323
Agua Fria Union H. S., Box 818
85323
Lanny Kope, prin.

Bagdad, Yavapai Co., pop. 2,079
H. S. Dist. 25
H. S., Box 427, 86321
Don R. May, supt., prin.

Benson, Cochise Co., pop. 2,839
U. H. S. Dist. 10
Supt. --Ben Rutherford
Drawer B 85602
Benson Union H. S., Drawer
B 85602
Alex Carlberg, prin.

Bisbee, Cochise Co., pop. 8,328
Dists. 2 & 20
Supt. --O. B. Joy
Drawer G 85603
H. S., Drawer G 85603
J. L. Miller, prin.
Horace Mann Jr. H. S., Drawer G
85608
J. H. Detweiller, prin.

Bowie, Cochise Co., pop. 600
H. S. Dist. 30
Supt., H. S. Prin--D. B. Forrest
Box 157, 85605

Buckeye, Maricopa Co., pop. 2,599
UHS Dist. 201
Supt. --Chester D. McNabb
902 Eason Ave. 85326
Union H. S., 902 Eason 85326
Everett Myers, prin.

Bullhead City, Mohave Co.
Supt. --See Kingman
Mohave H. S., Box 1388 86430
Patrick Carlin, prin.

Camp Verde, Yavapai Co., pop. 600
H. S. Dist. 30
Supt. --S. C. Hammerstrom
P. O. Box 128 86322
H. S., Box 128 86322
Leroy Carr, prin.

Casa Grande, Pinal Co., pop. 10,536
U. H. S. Dist. 82
Supt. --Loren S. Curtiss
420 E. Florence Blvd. 85222
H. S. 85222
Alex N. Nader, prin.

Source: Patterson's American Education, 1972.

IOWA

State Superintendent's Office
State Office Building
Des Moines 50319

State Superintendent of Public Instruction	Paul F. Johnston
Administrative Assistant	David H. Bechtel

Administration

Associate Superintendent	L. N. Jensen
Division of Administration and Finance, Dir.	Paul Skarda
Reorganization Consultant	David Gilliland
Division of Transportation, Dir.	Arthur Roberts
State Agency for Surplus Property, Dir.	Lloyd H. Seaver
School Food Services, Chief	Vern Carpenter
Supervisor Commodity Distribution	R. E. Burns
Division of Veterans Education, Supervisor	Dean Aschim

Instruction

Division of Supervision, Director	Earl Miller
Director, Curriculum	William Edgar
Elementary Consultant	Edith Munro
Chief, Guidance Services	Giles J. Smith
Teacher Certification and Approval, Director	Orrin Nearhoof
Chief, Civil Defense Education	M. M. Dockendorff
Division of Special Education, Director	Richard Fischer
Mentally Retarded, Consultant	Jerry Castor
Instructional Services, Director	Charles Moench
Chief of Educational Media	Paul Spurlock
Director, Career Education	W. O. Schuermann
Chief of Special Needs	Dan Kroloff
Consultant Manpower, Development	Myril A. Harrison
Planning and Support Services, Director	Kenneth Wold
Division of Vocational Rehabilitation, Director	Jerry L. Starkweather

State Board of Public Instruction

Dr. J. M. Walter, President	Ames
Mrs. Virgil Shepard, Vice-President	Allison
T. J. Heronimus	Grundy Center
Stanley Barber	Wellman
Nolden Gentry	Des Moines
John Van Der Linden	Sibley
Mrs. Richard Cole	Decorah
Robert J. Beecher	Creston
Mrs. Earl Sievers	Avoca

APPENDIX V

SAMPLE OF STATE CODE INFORMATION

State codes list all statutes pertaining to education for that state. The following is from the Iowa Code on local school board procedures.*

279.6 Vacancies filled by board--qualification--tenure. Vacancies occurring among the officers or members of a school board shall be filled by the board of appointment. A person so appointed to fill a vacancy in an elective office shall hold until the organization of the board the third Monday in September immediately following the next regular election and until his successor is elected and qualified. A person appointed to fill a vacancy in an appointive office shall hold such office for the residue of the unexpired term and until his successor is appointed and qualified. Any person so appointed shall qualify within ten days thereafter in the manner required by section 277.28. [C51, §1120; R60, §§2037, 2038, 2079; C73, §§1730, 1738; C97, §§2758, 2771, 2772; S13, §§2758, 2771, 2772; C24, §4223; C27, 31, 35, §4223-a2; C39, §4223.2; C46, 50, 54, 58, 62, §279.6]

Referred to in §275.25

279.7 Vacancies filled by special election--qualification--tenure. In any case where a vacancy or vacancies occur among the elective officers or members of a school board and the remaining members of such board have not filled such vacancy within ten days after the occurrence thereof, or when the board is reduced below a quorum for any cause, the secretary of the board, or if there be no secretary, the county superintendent of schools, shall call a special election in the district, subdistrict, or subdistricts, as the case may be, to fill such vacancy or vacancies, giving the notices required by law for such special elections, which election shall be held not sooner than ten days nor later than fourteen days thereafter. In any case where the secretary fails for more than three days to call such election, the county superintendent shall call it by giving the notices required by law for special elections.

Any appointment by the board to fill any vacancy in an elective office on or after the day notice has been given for a special election to fill such vacancy as provided herein shall be null and void.

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*Source: 1972 Iowa State Code, p. 1033.

In any case of a special election as provided herein to fill a vacancy occurring among the elective officers or members of a school board before the expiration of a full term, the person so elected shall qualify within ten days thereafter in the manner required by section 277.28 and shall hold office for the residue of the unexpired term and until his successor is elected, or appointed, and qualified. [C51, §1120; R60, §§2037, 2038, 2079; C73, §§1730, 1738; C97, §§2758, 2771, 2772; S13, §§2758, 2771, 2772; C24, §4223; C27, 31, 35, §4223-b1; C39, §4223.3; C46, 50, 54, 58, 62, §279.7]

Referred to in §275.25

279.8 General rules--bonds of employees. The board shall make rules for its own government and that of the directors, officers, teachers, and pupils, and for the care of the schoolhouse, grounds, and the property of the school corporation, and aid in the enforcement of the same, and require the performance of duties by said persons imposed by law and the rules.

Employees of a school corporation maintaining a high school who have the custody of funds belonging to the corporation or funds derived from extracurricular activities and other sources in the conduct of their duties, shall be required to furnish suitable bond indemnifying the corporation or any activity group connected with the school against loss, and employees who have the custody of property belonging to the corporation or any activity group connected with the school may be required, to furnish such bond. Said bond or bonds may be in such form and penalty as the board may approve and the premiums on same shall be paid from the general fund of the corporation. [R60, §2037; C97, §2772; S13, §2772; C24, 27, 31, 35, 39, §4224; C46, 50, 54, 58, 62, §279.8]

40ExGA, SF 101, §21, editorially divided

279.9 Use of tobacco. Such rules shall prohibit the use of tobacco and other narcotics in any form by any student of such schools and the board may suspend or expel any student for any violation of such rule. [S13, §2772; C24, 27, 31, 35, 39, §4225; C46, 50, 54, 58, 62, §279.9]

APPENDIX VI

OTHER WORTHWHILE SOURCES OF INFORMATION

State Superintendents

Council of Chief State School Officers
(Executive Secretary, 1972 Don M. DaFoe)
1201 Sixteenth St., NW
Washington, D. C. 20036
Telephone: 202-223-9400

Local School Superintendents

American Association of School Administrators
1201 Sixteenth St., NW
Washington, D. C. 20036
Telephone: 202-223-9400

Local School Principals

National Association of Secondary School Principals
1201 Sixteenth St., NW
Washington, D. C. 20036
Telephone: 202-223-9400

Teachers

National Education Association (NEA)
1201 Sixteenth St., NW
Washington, D. C. 20036
Telephone: 202-833-4000

American Federation of Teachers (AFT)
1201 Fourteenth St., NW
Washington, D. C. 20005

National Congress of Parents and Teachers (PTA)
700 North Rush St.
Chicago, Illinois 60611

BARTOC (Bay Area Radical Teachers Organizing Committee)
388 Sanchez
San Francisco, California

Teacher Drop-Out Center
Box 521
Amherst, Massachusetts 01002

Red Pencil
131 Magazine Street
Cambridge, Massachusetts 02139

Students

Student NEA
1201 Sixteenth St., NW
Washington, D.C. 20036

National Student Association
2115 S Street, NW
Washington, D. C. 20008

National Student Lobby
413 E. Capitol, SE
Washington, D. C. 20003

Youth Liberation
(contact: Keith Hefner)
2007 Washtenaw
Ann Arbor, Michigan 48104

Youth Network Council
555 West Beldon Avenue
Chicago, Illinois 60614

PEER
P. O. Box 27
Simpsonville, Maryland 21150

People's Educational Resource Center
1417 Central NE
Albuquerque, New Mexico 87106

Wisconsin Youth for Democratic Education
216 N. Hamilton
Madison, Wisconsin 53703

a. newsletter
b. A Student's History of Education, . . . or, putting closed campuses, bathroom passes and businessmen in proper perspective, by Bob Peterson
c. organizing manual for Wisconsin students

The Student NEA particularly has information regarding student teachers.

The National Student Lobby includes information about state student lobbies.

Youth Liberation has files on high school liberation movement activity, as well as a number of materials intended to aid students in a number of areas. Copies of the materials can be obtained from them. They are currently funded by no one, and would appreciate to have the cost of requested materials paid for if possible. Their publications include:

Sewing the Seeds -- an organizing manual

Student Involvement in School Board Elections

Babysitting -- about compulsory attendance, tracking, grading, etc.

Manageability -- about curriculum and teacher evaluation